DOCUMENT RESUME

ED 118 662 UD 015 633

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TITLE Criteria for Analyzing Ethnic Bias in Instructional Material.
INSTITUTION Michigan Education Association, East Lansing.
PUB DATE 75
NOTE 24p.
AVAILABLE FROM Michigan Education Association, East Lansing, Michigan 48823 ($0.75)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Bias; Content Analysis; Cultural Awareness; Cultural Differences; Cultural Pluralism; *Discriminatory Attitudes (Social); *Ethnic Groups; *Evaluation Criteria; Evaluation Methods; Films; Filmstrips; *Instructional Materials; Measurement Techniques; Minority Groups; Social Discrimination; Textbook Evaluation
IDENTIFIERS Third World

ABSTRACT

The evaluative criteria described in this document are as follows: (1) criterion for analyzing ethnic bias in textbook illustrations, films, and filmstrips; (2) criterion for content analysis of text books for ethnic bias relative to cultural pluralism; and, (3) criterion for content analysis of text books for ethnic bias relative to contributions. Criterion one concentrates on whether or not Third World people are present in illustrations, films, and filmstrips and whether Third World people are portrayed as person with dignity, in leadership roles, and possessing the more distinctive physical traits of their respective ethnic groups. Criterion two evaluates instructional material relative to how well it conveys that this society was and is culturally plural. The third criterion assesses the extent to which the instructional material reflects the contributions that Third World people have made to this society. Directions for scoring the criteria are provided, along with a series of 17 definitions of terms used in the document. When employed effectively in evaluating instructional material, this instrument is said to generate data which will reflect the blatant presence of ethnic bias and dramatize the critical need for the school curriculum to reflect the dignity and value of all people in the society. (Author/AM)

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Institutional Racism

Acculturation

ETHNIC BIAS

DANGER BIASED TEXT BOOKS HARMFUL FOR YOUR HEALTH

CRITERIA FOR ANALYZING ETHNIC BIAS IN INSTRUCTIONAL MATERIAL

By Charles T. Williams
Associate Executive Director
Minority Affairs Division
Michigan Education Association

Multi Ethnicity

DATA DEFICIT

CULTURAL PLURALISM

CONTRIBUTION + STATUS = WORTH

Inculturation

UD 015 633

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INTRODUCTION

It is imperative as well as meaningful that the myriad of ethnic groups in the United States see and respect each other as human beings, each with their own rich heritage and rich contribution that is invested in the totality of that which is the United States. The differences that are inherent culturally in the respective ethnic groups as well as the likenesses inherent in the concept of Americanism must be an intricate and sanctioned entity of the school curriculum.

Because school curricula generally perpetuates the myth that the highly visible minority groups contributed nothing to, but take everything from this society; because only if one or a group is perceived as having made a contribution or having achieved some status is he, she, or a group considered of worth in this society thus Contribution plus (+) Status equals (=) Worth in this society, C + S = W ; because so many have had the truth embezzled; because so many have been socialized to believe that differences make a deficit; and because so many educators continue to question the essence of cultural pluralism in the school curriculum and the existence of ethnic bias in instructional material, I have developed this instrument, "Criteria for Analyzing Ethnic Bias in Instructional Material." This instrument, when employed effectively in evaluating instructional material will generate data which will reflect the blatant presence of ethnic bias and dramatize the critical need for the school curriculum to reflect the dignity and worth of all people in this society, both past and present.

THE EVALUATIVE CRITERIA

The criteria has three distinct sections: 1) Criteria for Analyzing Ethnic Bias in Textbook Illustrations, Films, and Filmstrips, 2) Criteria for Content Analysis of Textbooks for Ethnic Bias Relative to Cultural Pluralism, and 3) Criteria for Content Analysis of Textbooks for Ethnic Bias Relative to Contributions.

Section one of the criteria which assesses the textbook illustrations, films, and filmstrips for ethnic bias concentrates mainly on whether or not Third World people are present in the illustrations, films, and filmstrips and whether Third World people are portrayed as persons with dignity, in leadership roles, and possessing the more distinctive physical traits of their respective ethnic groups. In section two the criteria evaluates instructional material relative to how well it conveys that this society was and is culturally plural. In the third and last section, the criteria assesses the extent to which the instructional material reflects the contributions that Third World people have made to this society.

Given the acute and urgent human crisis of our times, it becomes most imperative that our educational institutions through their officials, staffs and curricula begin to interact with all children in a manner which demonstrates respect for each student and his or her cultural heritage, recognize and serve the educational needs of every student, facilitate the acquisition of survival and participating skills in this complex and human destructive society, and encourage individual and group problem solving to improve conditions of life for all persons with respect and appreciation for the rights of others. One significant beginning in this direction would be to eliminate from school use all of those instructional materials that allege to be nonfiction, but continue to tell lies about and destroy some of our American citizens. It is due to these lies that young Americans, both white and Third World, continue to grow up suffering from a "data deficit" and believing that dignity and worth are exclusive virtues of the Anglo culture.

I am hopeful that the use of this instrument will contribute to the elimination of both the data deficit and the racist instructional material that has been imposed on us all.

SCORING THE CRITERIA

Each question is valued at four positive points, four negative points, or neutral. Positive points are given to those questions in each section that solicit positive evaluation responses relative to Third World people, i.e., "Occurrences of Third World People in Central Positions." Negative points are given to those questions in each section that solicit negative evaluation responses, i.e., "Occurrences of ethnically distorted or inauthentic illustrations." Neutral or no points are given to those questions that solicit evaluation responses that are considered neither positive nor negative, i.e., "Occurrences of Third World people (highly visible ethnic groups - Blacks, Latinos, Native Americans, and Asian Americans) in Illustrations." There are no neutral questions in section 3, which deals with contributions.

Scoring "Illustrations" - Section I

In Section I there are nine (9) positive questions - 2, 4, 6, 8, 11, 13, 14, 15, and 20; eight (8) negative questions - 3, 5, 9, 12, 16, 17, 18, and 21; and four (4) neutral questions - 1, 7, 10, and 19.

Point Distribution for Section I

Positive - +36
Negative - -32
Neutral - (4 questions no points)

Scoring "Cultural Pluralism" - Section II

In Section II there are ten (10) positive questions - 2, 4, 5, 6, 7, 8, 9, 13, 15, and 16; three (3) negative questions - 10, 11, and 14; and three (3) neutral questions - 1, 3, and 12.

Point Distribution for Section II

Positive - +40
Negative - -12
Neutral - (3 questions, no points)

Scoring "Contributions" - Section III

In Section III all eleven (11) questions are positive.

Point Distribution for Section III

Positive - +44
Negative - None
Neutral - None

Overall Scoring Scale for Criteria

108 - 120	Excellent
95 - 107	Good
82 - 94	Fair
69 - 81	Poor
Below 68	Very Poor

After the point totals have been computed for each type of question in each of the three sections, the negative scores should be substracted from the positive score. (The neutral questions receive no points.) The positive scores remaining after the negative scores have been subtracted should be added. This score represents the overall score and rating for the instructional material being evaluated for ethnic bias.

Example:

Section I - Illustrations

Positive -	+31
Negative -	-20
Total	+11

Section II - Cultural Pluralism

Positive -	+27
Negative -	- 7
Total	+20

Section III - Contribution

Positive -	+25

Section Scores

Section I	+11
Section II	+20
Section III	+25
Total	+56

A score of 56 is 68 and below, thereby this instructional material is rated very poor relative to how it treats Third World people.

(Front Page of Criteria - Upper-right hand corner)

Overall Rating

108-120 Excellent _____
95-107 Good _____
82-94 Fair _____
69-81 Poor _____
Below 68 Very Poor _____ (56)

DEFINITION OF TERMS

The following definitions are done to clarify the terms used in this document so as to maximize its communicativeness and reliability.

1. Third World People - Highly visible ethnic groups - Black, Latino, Native American, and Asian American.

2. Non-Third World People - Those persons who are not members of the Third World groups.

3. Central position - A location, point or place in the middle of a scene or situation.

4. Secondary position - A location, point or place that is not in the middle of a scene or situation.

5. Central roles - The character(s) receiving the major attention in the illustration, scene, or picture - the "star."

6. Secondary role - The character(s) not receiving but giving attention - "supporting cast."

7. Ethnic authentic - The true or actual physical traits of persons of an ethnic group.

8. Leadership roles - The principal performer of a group.

9. Subordinate - Placed in or occupying a lower class or rank.

10. Demeaning - Reducing in esteem, quality, and worth.

11. Inculturation - One or a group learning to understand and appreciate their own culture.

12. Acculturation - One or a group learning to understand and appreciate another group's culture.

13. Dignity - Being of honor and quality.

14. Stereotypes - oversimplified opinions or judgments.

15. Cultural pluralism - the presence of more than one culture.

16. Contribution - The act of bringing about a desired end.

17. Indiscernible - Not recognizable.

APPENDIX A

CRITERIA FOR ANALYZING ETHNIC BIAS IN

TEXTBOOK ILLUSTRATIONS, FILMS AND FILMSTRIPS

Section I

Charles T. Williams
Minority Affairs Division
Michigan Education Association
P.O. Box 673
East Lansing, Michigan 48823

Overall Rating

Excellent ____
Good ____
Fair ____
Poor ____
Very Poor ____

TEXTBOOK ANALYZED:

Title: _____

Illustrator(s): _____

Author(s): _____

Publisher and Year: _____

Evaluator: _____

Date: _____

Positive score _____

Negative score _____

Section #1 score _____

Section Scores

Section #1 _____

Section #2 _____

Section #3 _____

Total

CRITERIA FOR ANALYZING ETHNIC BIAS IN
TEXTBOOK ILLUSTRATIONS, FILMS AND FILMSTRIPS

Section I

Charles T. Williams
Minority Affairs Division
Michigan Education Association

Total Illustrations _____

a. Third World _____
b. *Non-Third World* _____
c. Things or Environment _____

1. Occurrences of Third World people (highly visible ethnic groups - Blacks, Latinos, Native Americans, and Asian Americans) in illustrations:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

2. Occurrences of Third World people in central positions:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third Word* _____

3. Occurrences of Third World people in secondary positions:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

4. Occurrences of ethnic authentic illustrations (physical characteristics):

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

5. Occurrences of ethnically distorted or inauthentic illustrations:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____
f. Indiscernible _____

6. Occurrences of Third World people depicting the various life styles of the Third World groups (urban, suburban, rural, Afros, straight or straightened hair, long and short hair, workers, professionals, militants, conservative, middle class, poor):

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

7. Occurrences of Third World males in illustrations:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

8. Occurrences of Third World males in central roles (the person(s) receiving the major attention in the illustration - the "star"):

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

9. Occurrences of Third World males in secondary roles (the person(s) not receiving but giving attention - "supporting cast"):

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

10. Occurrences of Third World females in illustrations:

    a. Blacks _____
    b. Latinos _____
    c. Native Americans _____
    d. Asian Americans _____
    e. *Non-Third World* _____

11. Occurrences of Third World females in central roles (the person(s) receiving the major attention in the illustration - the "star"):

    a. Blacks _____
    b. Latinos _____
    c. Native Americans _____
    d. Asian Americans _____
    e. *Non-Third World* _____

12. Occurrences of Third World females in secondary roles (the person(s) not receiving but giving attention - "supporting cast"):

    a. Blacks _____
    b. Latinos _____
    c. Native Americans _____
    d. Asian Americans _____
    e. *Non-Third World* _____

13. Occurrences of Third World people in leadership roles:

    a. Blacks _____
    b. Latinos _____
    c. Native Americans _____
    d. Asian Americans _____
    e. *Non-Third World* _____

14. Occurrences of Third World males in leadership roles:

    a. Blacks _____
    b. Latinos _____
    c. Native Americans _____
    d. Asian Americans _____
    e. *Non-Third World* _____

15. Occurrences of Third World females in leadership or prominent roles:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

16. Occurrences of Third World people in subordinate or demeaning (stereotypes) roles:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

17. Occurrences of Third World males in subordinate or demeaning roles:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

18. Occurrences of Third World females in subordinate or demeaning roles:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

19. Occurrences of the Third World <u>family</u>:

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. *Non-Third World* _____

20. Occurrences of the Third World <u>family</u> in a role of dignity:

a. Blacks	_____
b. Latinos	_____
c. Native Americans	_____
d. Asian Americans	_____
e. *Non-Third World*	_____

21. Occurrences of the Third World <u>family</u> in demeaning roles or terms (stereotypes):

a. Blacks	_____
b. Latinos	_____
c. Native Americans	_____
d. Asian Americans	_____
e. *Non-Third World*	_____

APPENDIX B

CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

CULTURAL PLURALISM

Section II

Charles T. Williams
Minority Affairs Division
Michigan Education Association
P.O. Box 673
East Lansing, Michigan 48823

TEXTBOOK ANALYZED:

Title: _____

Author: _____

Publisher and Year: _____

Evaluator: _____

Date: _____

Positive score _____

Negative score _____

Section #2 score _____

CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

Charles T. Williams
Minority Affairs Division
Michigan Education Association

Cultural Pluralism
(Check the appropriate line)

1. Acknowledges the existence of Third World people (highly visible ethnic groups - Blacks, Latinos, Native Americans and Asian Americans).

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

2. Acknowledges Third World people relating positively to their respective cultures (inculturation).

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

3. Acknowledges Third World people relating to the dominant culture (acculturation).

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

4. Acknowledges whites relating positively to Third World cultures (acculturation)

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

5. Acknowledges one Third World group relating positively to one another.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

6. Acknowledges Third World people in the various life styles of the Third World groups (urban, suburban, rural, Afros, straight hair, workers, professionals, militants, conservative, middle class, poor, etc.).

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

7. Emphasizes the worth and dignity of Third World people irrespective of their political philosophy.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

8. Discusses Third World <u>females</u> in roles of dignity or leadership.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

9. Discusses Third World <u>males</u> in roles of dignity or leadership.

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

10. Discusses Third World <u>females</u> in demeaning roles or terms (stereotypes).

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

11. Discusses Third World <u>males</u> in demeaning roles or terms (stereotypes).

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

12. Acknowledges the Third World <u>family</u>.

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

13. Discusses the Third World <u>family</u> in a role of dignity.

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

14. Discusses the Third World family in demeaning roles or terms (stereotypes).

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

15. Utilizes the works of Third World scholars.

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

16. Provides bibliographies of printed and multi-media materials about and developed by Third World authors.

a. Blacks _____
b. Latinos _____
c. Native Americans _____
d. Asian Americans _____
e. All of the above _____
f. None of the above _____

M/564/h

APPENDIX C

CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

CONTRIBUTIONS

Section III

Charles T. Williams
Minority Affairs Division
Michigan Education Association
P.O. Box 673
East Lansing, Michigan 48823

TEXTBOOK ANALYZED:

Title: _____

Author: _____

Publisher and Year: _____

Evaluator: _____

Date: _____

Positive score _____

Negative score _____

Section #3 score _____

CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

Charles T. Williams
Minority Affairs Division
Michigan Education Association

Contributions
(Check the appropriate line)

1. Acknowledges the contributions of Third World people (highly visible ethnic groups - Blacks, Latinos, Native Americans, and Asian Americans) to this society both past and present.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

2. Acknowledges the contributions of Third World females to this society both past and present.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

3. Acknowledges the contributions of Third World males to this society both past and present.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

4. Acknowledges the contributions of Third World explorers and trappers.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

5. Acknowledges the contributions of Third World people in math, science and medicine.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

6. Acknowledges the contributions of Third World people in literature.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

7. Acknowledges the contributions of Third World people in government.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

8. Acknowledges the contributions of Third World people in social movements (controversial figures included).

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

9. Acknowledges the contributions of Third World people in the arts (paintings, music, acting, etc.).

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

10. Acknowledges the contributions of Third World people in armed conflict for the United States.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____

11. Acknowledges the contributions of Third World people in athletics.

   a. Blacks _____
   b. Latinos _____
   c. Native Americans _____
   d. Asian Americans _____
   e. All of the above _____
   f. None of the above _____